

About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

School Results

School: James F. Doughty School

District: Bangor School Department

Code: 1011-1163



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Grade Level Summary Report

School: James F. Doughty School
 District: Bangor School Department
 State: Maine
 Code: 1011-1163

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				112	31	28	59	53	18	16	4	4	851	234	22	59	16	3	850	13,745	19	57	17	6	848	
MATH				113	27	24	47	42	17	15	22	19	843	233	22	45	17	15	844	13,743	16	45	19	20	842	
WRITING				113	17	15	50	44	30	27	16	14	841	234	15	52	24	9	843	13,696	12	46	31	12	841	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Reading Results

School: James F. Doughty School
District: Bangor School Department
State: Maine
Code: 1011-1163

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

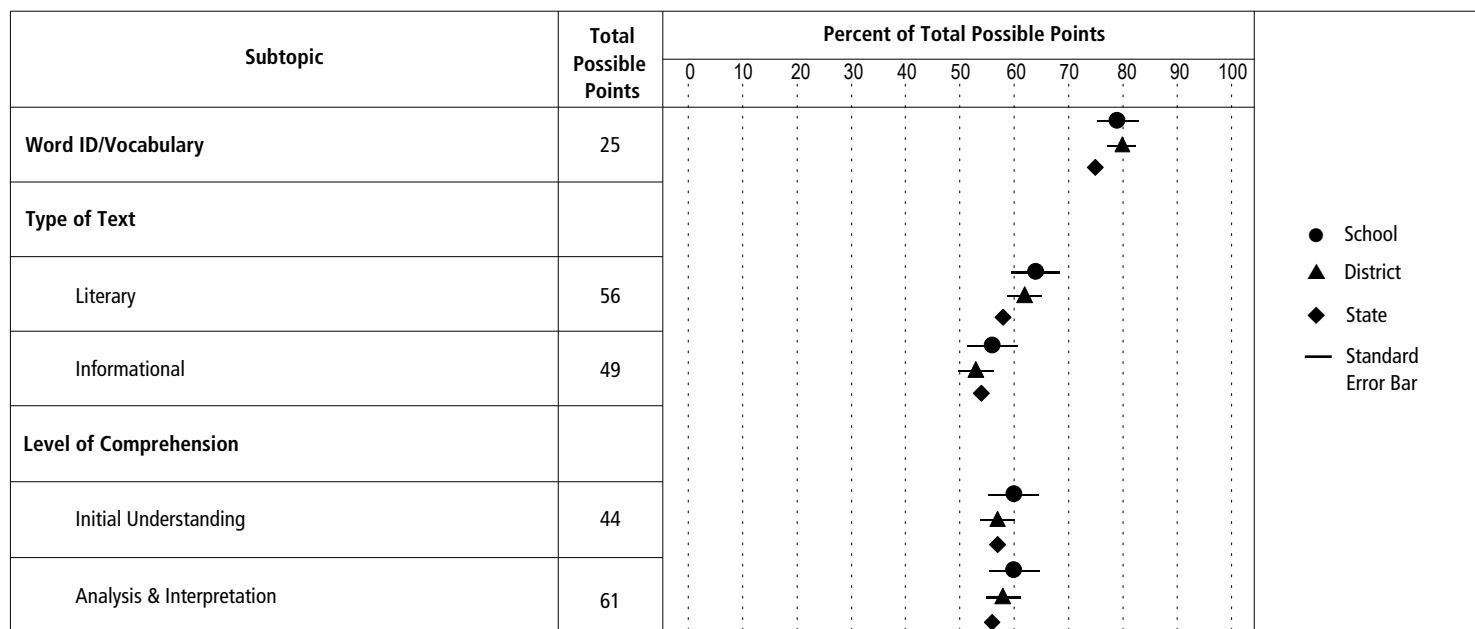
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				118	27	23	72	61	19	16	0	0	851
2011-12				116	40	34	61	53	14	12	1	1	854
2012-13				112	31	28	59	53	18	16	4	4	851
Cumulative Total				346	98	28	192	55	51	15	5	1	852
District													
2010-11				232	67	29	129	56	34	15	2	1	852
2011-12				244	66	27	142	58	34	14	2	1	852
2012-13				234	51	22	137	59	38	16	8	3	850
Cumulative Total				710	184	26	408	57	106	15	12	2	851
State													
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13				13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total				41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Reading Results

School: James F. Doughty School
 District: Bangor School Department
 State: Maine
 Code: 1011-1163

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				112	31	28	59	53	18	16	4	4	851	234	22	59	16	3	850	13,745	19	57	17	6	848
Gender																									
Male				59	14	24	34	58	9	15	2	3	850	127	16	61	20	3	848	7,099	14	58	20	8	846
Female				53	17	32	25	47	9	17	2	4	852	107	29	56	11	4	852	6,646	25	57	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										5						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										5						115	3	64	24	8	843
Asian				2										4						195	32	49	14	5	852
Black or African American				6										9						384	8	45	26	21	840
Native Hawaiian or Pacific Islander				0										0						7					
White				96	26	27	51	53	15	16	4	4	850	205	21	60	15	3	850	12,632	20	58	17	6	849
Two or more races				5										6						208	16	60	18	6	848
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						353	4	43	32	21	838
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				0										1						44	34	64	2	0	856
All Other Students				112	31	28	59	53	18	16	4	4	851	232	22	59	16	3	850	13,339	20	58	17	6	849
IEP																									
Students with an IEP				21	1	5	8	38	8	38	4	19	839	45	4	38	40	18	839	2,147	2	31	42	26	835
All Other Students				91	30	33	51	56	10	11	0	0	854	189	26	63	11	0	853	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students				67	14	21	35	52	15	22	3	4	848	120	19	53	23	6	847	6,590	10	57	24	10	844
All Other Students				45	17	38	24	53	3	7	1	2	855	114	25	65	10	1	853	7,155	28	58	11	3	852
Migrant																									
Migrant Students				0										0						4					
All Other Students				112	31	28	59	53	18	16	4	4	851	234	22	59	16	3	850	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services				112	31	28	59	53	18	16	4	4	851	112	28	53	16	4	851	1,781	11	54	27	8	845
All Other Students				0										122	16	64	16	3	849	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan				7										14	14	50	36	0	844	515	13	61	21	5	847
All Other Students				105	31	30	54	51	16	15	4	4	851	220	22	59	15	4	850	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Mathematics Results

School: James F. Doughty School
 District: Bangor School Department
 State: Maine
 Code: 1011-1163

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

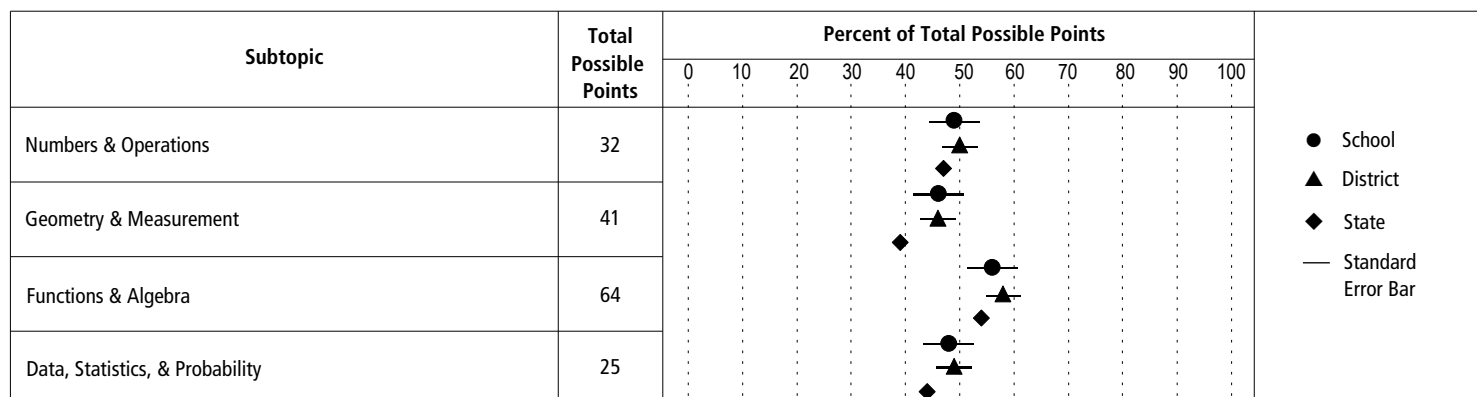
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				118	36	31	46	39	24	20	12	10	846
2011-12				116	23	20	52	45	24	21	17	15	844
2012-13				113	27	24	47	42	17	15	22	19	843
Cumulative Total				347	86	25	145	42	65	19	51	15	844
District													
2010-11				232	78	34	95	41	36	16	23	10	847
2011-12				244	60	25	107	44	42	17	35	14	845
2012-13				233	52	22	106	45	39	17	36	15	844
Cumulative Total				709	190	27	308	43	117	17	94	13	845
State													
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13				13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total				41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Mathematics Results

School: James F. Doughty School
District: Bangor School Department
State: Maine
Code: 1011-1163

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				113	27	24	47	42	17	15	22	19	843	233	22	45	17	15	844	13,743	16	45	19	20	842
Gender																									
Male				59	13	22	29	49	4	7	13	22	843	126	21	45	15	18	844	7,095	16	44	20	21	842
Female				54	14	26	18	33	13	24	9	17	843	107	23	46	19	12	844	6,648	16	46	19	19	842
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										5						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										5						114	5	42	27	25	838
Asian				2										4						195	28	43	15	15	845
Black or African American				6										9						389	4	28	20	48	833
Native Hawaiian or Pacific Islander				0										0						7					
White				97	25	26	38	39	14	14	20	21	843	204	23	45	17	16	844	12,626	16	46	19	19	842
Two or more races				5										6						206	13	49	19	20	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						360	3	25	21	51	832
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				0										1						44	16	70	11	2	846
All Other Students				113	27	24	47	42	17	15	22	19	843	231	22	46	17	16	844	13,330	16	46	19	19	842
IEP																									
Students with an IEP				22	0	0	2	9	5	23	15	68	828	45	0	20	18	62	832	2,146	2	16	20	62	830
All Other Students				91	27	30	45	49	12	13	7	8	846	188	28	52	16	4	847	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students				68	10	15	26	38	13	19	19	28	839	120	14	38	23	25	840	6,592	7	39	24	29	838
All Other Students				45	17	38	21	47	4	9	3	7	848	113	31	53	11	5	848	7,151	24	51	15	11	845
Migrant																									
Migrant Students				0										0						4					
All Other Students				113	27	24	47	42	17	15	22	19	843	233	22	45	17	15	844	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services				113	27	24	47	42	17	15	22	19	843	113	24	42	15	19	843	1,784	8	33	30	30	838
All Other Students				0										120	21	49	18	12	845	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan				7										14	14	43	29	14	843	513	12	42	25	21	841
All Other Students				106	26	25	45	42	15	14	20	19	843	219	23	46	16	16	844	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Writing Results

School: James F. Doughty School
 District: Bangor School Department
 State: Maine
 Code: 1011-1163

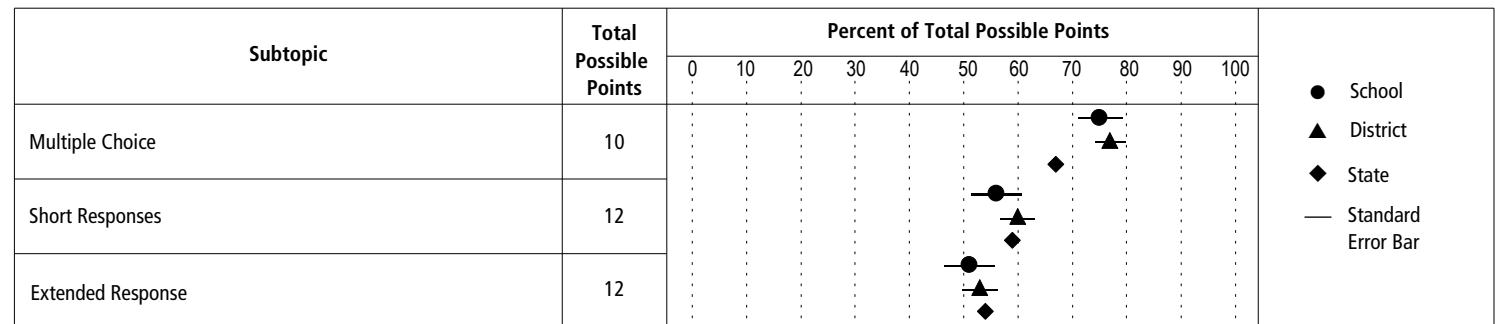
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.
(Scaled Score 854–880)

Proficient (Level 3)
 Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.
(Scaled Score 840–853)

Partially Proficient (Level 2)
 Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)
 Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.
(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				116	15	13	53	46	42	36	6	5	842
2011-12				116	15	13	58	50	39	34	4	3	842
2012-13				113	17	15	50	44	30	27	16	14	841
Cumulative Total				345	47	14	161	47	111	32	26	8	842
District													
2010-11				229	44	19	108	47	70	31	7	3	844
2011-12				244	26	11	123	50	89	36	6	2	842
2012-13				234	35	15	121	52	56	24	22	9	843
Cumulative Total				707	105	15	352	50	215	30	35	5	843
State													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13				13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total				41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Writing Results

School: James F. Doughty School
 District: Bangor School Department
 State: Maine
 Code: 1011-1163

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				113	17	15	50	44	30	27	16	14	841	234	15	52	24	9	843	13,696	12	46	31	12	841
Gender																									
Male				59	5	8	26	44	16	27	12	20	839	127	7	51	29	13	840	7,068	6	38	38	18	837
Female				54	12	22	24	44	14	26	4	7	844	107	24	52	18	6	846	6,628	18	54	23	5	844
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										5						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										5						114	5	30	44	21	836
Asian				2										4						195	16	56	22	6	845
Black or African American				6										9						382	5	37	38	20	836
Native Hawaiian or Pacific Islander				0										0						7					
White				97	15	15	42	43	26	27	14	14	841	205	16	52	23	9	843	12,590	12	46	31	12	841
Two or more races				5										6						204	9	48	28	15	840
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						352	3	36	39	22	836
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				0										1						44	14	64	20	2	845
All Other Students				113	17	15	50	44	30	27	16	14	841	232	15	52	24	9	843	13,291	12	46	30	12	841
IEP																									
Students with an IEP				22	0	0	4	18	4	18	14	64	829	46	0	24	33	43	832	2,131	1	14	42	43	829
All Other Students				91	17	19	46	51	26	29	2	2	844	188	19	59	22	1	845	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students				68	7	10	26	38	21	31	14	21	838	121	11	44	29	17	840	6,554	5	39	38	18	837
All Other Students				45	10	22	24	53	9	20	2	4	845	113	19	60	19	2	846	7,142	18	51	24	7	844
Migrant																									
Migrant Students				0										0						4					
All Other Students				113	17	15	50	44	30	27	16	14	841	234	15	52	24	9	843	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services				113	17	15	50	44	30	27	16	14	841	113	15	44	27	14	841	1,773	7	37	40	16	838
All Other Students				0										121	15	59	21	5	844	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan				7										14	0	43	50	7	838	511	5	39	40	17	838
All Other Students				106	17	16	49	46	25	24	15	14	841	220	16	52	22	10	843	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.